

Edgar Allan

THE IMPORTANCE --- OF EXERCISE. ---

BY

MAJOR E. WRAY,

R.M.L.I.,

Superintendent of Physical Training, Royal Marines,

1911.

SYNOPSIS.

The relation of exercise to development and growth through infancy, childhood, school-life with its need of educational application, and after.

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THE IMPORTANCE OF "EXERCISE."

This Lecture was given in the Theatre Royal, Deal, on 11th December, 1911, with His Worship the Mayor of Deal (Alderman J. Edgar) in the chair. It was followed by a short discussion, and a display of Swedish Exercises by a class of school-boys from local Elementary Schools.

YOUR WORSHIP, LADIES AND GENTLEMEN,—
I am honoured by the privilege which has been given me of addressing my fellow townspeople on a subject which I have very much at heart.

I am here as a citizen, whose profession has put him in the position of being able to explain certain matters affecting our National Life, and I want to do this as a citizen, and not in any official capacity. I simply suggested this lecture to our Mayor because I felt that what I have to say may help to a better understanding of the decisions which the Municipal Representatives of Deal and Walmer have to come to in matters affecting the welfare of both places.

There have been frequent opportunities lately for displays of "mental gymnastics," here and elsewhere, and it has occurred to me it might do good to let off a little surplus energy in another direction, namely, by discussing "National Exercise ; its functions, importance and urgency."

1.—Definitions.

“EXERCISE” is given in Webster’s latest Dictionary as meaning :—“Bodily exertion for the sake of keeping the organs and functions in a healthy condition ; hygienic activity—such as to take exercise on horseback.”

Hygiene is the science of the preservation of health. It comes from the Greek word “Hygeia,” who was the Goddess of Health. Hygiene can be summarised as cleanliness and exercise, and it is with the latter I propose to deal.

When we are feeling out of sorts, we consult our doctor, and the first thing he does is to feel our pulse, the second to look at our tongue. He wishes first to ascertain the condition of our blood, and deduce therefrom an idea of the condition of the internal organs.

He will tell us :—

(1). That the CIRCULATION of the blood is stimulated by the exercise which we take, *i.e.*, by the movement of our MUSCLES, which are the means by which we move our limbs and body.

(2). That the condition in which we keep ourselves, from the point of view of activity, closely affects the condition of our ORGANS. Thus these are kept in condition by the exercise we take.

(3). That if a muscle is not used for a time it lessens in size and strength, and will eventually wither away.

(4). That the efficiency of the LUNGS, where the blood is purified by the oxygen of the air, is stimulated by exercise.

(5). That the circulation of the blood is the means by which nourishment is conveyed to the various parts of the body ; so exercise affects the general NUTRITION.

(6). That we control our movements by will power, stored in the BRAIN, which power is conveyed by the nerve channels to the muscle or muscles we wish to control ; and as a direct consequence the nerves are improved in tone.

Exercise, if rightly conducted, has the effect of developing in children a cheerful and joyous spirit, together with qualities of alertness, decision, concentration, and perfect control of brain and body.

For the grown person judicious exercise has the effect of preserving these qualities.

2.—Natural Movements of Child-Life.

We are told that at birth, the first exercise taken is to announce that we can breathe all right. This exercise is a voluntary one, and is a good cry. If we do not cry out, a slap is administered, and if this stimulant fails, something must be wrong, and needs attention by the doctor.

We have here the first instance in our lives of voluntary, then compulsory exercise ; and of inability to take either—calling for medical help.

Thenceforward, development begins, and by the aid of good nourishment and plenty of fresh air (the breath of life), the infant's weight and strength increase rapidly. By kicking his legs, waving his arms about, and by struggling to raise his head, he gains sufficient strength to sit up by himself.

His next endeavour is to get about by crawling. Eventually raising himself to his feet, he takes his first steps, totters, and then walks.

A word of warning is advisable here. It is unwise to encourage an infant to walk too much in the early days. The weight of his body is great, and there is danger of causing permanent injury to the legs in the form of bow-legs or knock-knees, and sometimes injury to the spine. The fond parent, lost in admiration of the achievement, must avoid letting his child overdo this exercise, which is the first example of this danger.

Henceforward the infant's physical progress is very rapid, aided by plenty of PLAY in the fresh air, and careful feeding. When old enough he is turned over to the expert teacher in either the Infants' School, Kindergarten, or Home School-room, where exercise should be carefully included in the teaching, chiefly in the form of GAMES.

Few parents can afford the time, or possess the patience, to train their own children. The expert teacher for the time being becomes the parent to the child, but the parent should not lose interest in the child's development. The influence of home life is very valuable, if it is in the direction of taking real interest in the child's training. This is real encouragement not only to the child, but to the teacher, who so often dreads the interference of the parent in the child's education. There is a great deal of interesting knowledge to be gained in studying the development of a child's mental and

physical capabilities, not only to the parent, but to anyone interested in youthful progress.

3.—The need of Systematic Physical Education with judicious use of games during school-life.

The child is next sent to an ordinary school, which may be either a Public Elementary School or Private Preparatory School. The former is almost invariably a day-school, and the latter often only for boarders.

Going to school means a great change in a child's life, for there it has to keep still. Up till then it has had fairly free scope in its natural desire to play and run about.

General restlessness in a child is the healthy sign of the instinctive and natural desire to help its own growth, which is a gradual and progressive process. When a child is quiet, and wants to keep still, it generally indicates that something is the matter, and a doctor may have to be consulted.

MIND AND BODY develop together, and as education of the mind has to be arranged progressively to suit its normal development, so should the body be treated in the same way.

The change from one lesson to another is not sufficient relaxation to the pupil. There should be some opportunity for movement to stimulate the circulation after keeping still for some time, and so freshen the brain for the next subject. This is why a break is allowed during the morning and afternoon.

But this is not always sufficient, because there is no certainty that each pupil runs about during the break, thus leaving a gap in its general benefit. So it is desirable that a break should include certain organised and controlled movements, and to include these the break should on no account be shortened. In addition, a few movements should be given in the class-room, in the changes between lessons, to freshen and relieve the brain before taking up the next subject. Teachers who make a practice of this, appreciate its value as a fresh incentive to further brain-work, and feel that the two or three minutes devoted to this exercise well repay for the time taken away from the lesson.

These movements are termed *Recreative Exercises*.

As physical training is educative, it should be given in school hours, preferably in the morning. It is better for the child to have shorter and more frequent physical lessons, than occasional ones for longer periods. It is better to give three lessons of twenty minutes per week than one lesson lasting an hour once a week.

It has become the custom of many of us British folk to look on games as Physical Education, but like the break, games leave gaps, because there is as a rule lack of space and time for all to play, or a great many boys are left out who are not allowed to play, for various reasons—medical, for instance.

There is risk in compulsory games for growing boys, unless safeguarded by medical inspection.

Every parent when enquiring as to the best school for his child would do well to ask "What are the medical arrangements for watching the pupils' physical development?" in preference to asking "What are the games?"

There is another danger to over-estimating the importance of games, and that is their effect on the development of the mind. It often means putting the body before the mind.

Personally I feel myself to be the victim of too much devotion to games, and to this day I can hardly resist taking part in sports when I ought to be engaged in some more serious and useful occupation. I used to spend my week in school calculating the hours that were to be wasted before the Saturday's football match came round, which lasted just one hour.

A question put to me the other day, when giving a similar lecture, was, "Are there any statistics to prove that 'taking exercise' tends to ensure a longer life?" I gave what I think was a suitable answer, but it did not satisfy the questioner, for he explained his question naively this way: "At school with his companions he played games, and had to play them compulsorily, being told that it was good for him. Those who didn't play, but probably worked instead, were called "Mugs," and were laughed at. And whereas the latter are still alive and doing well, the others are all dead."

(He did not say that the "Mugs" were probably taking gentle exercise, no doubt on the Golf Links).

I realise and appreciate the great value of games in the Nation's Schools, and would not for a moment wish them in any way abolished. " But " they are not sufficient by themselves to ensure a " sound and healthy constitution. Nor is it claimed " that formal physical exercises by themselves pro- " duce the desired results. Each is useful for its " own peculiar effects, and needs to be supplemented " and completed by the other."

" Physical exercises are used for the purpose " of securing certain definite effects, and these " effects can be more or less exactly controlled. " The physical results of games cannot be thus " controlled, and most games and sports tend to " produce a somewhat unequal development of the " body, requiring corrective formal physical exer- " cises, which enable the body to withstand consider- " able exertion without injurious results. They serve " to minimise the risks of over-strain, especially to " the heart. They assist weak and under-developed " children, naturally unfit to compete with their " more vigorous companions, to catch up with con- " temporaries, and to take their place in the play- " ing field."

" It is extremely desirable that every school " should have as ample provision as is possible, " not only for field games, athletic sports, and so " forth, but also for all other healthy forms of active " physical recreation, and that all pupils, with the " exception of those who are exempted on medical " grounds, should be encouraged to share fully in " this part of school life."

Great moral benefits are derived from Games and Athletics as exercise. I quote from the introduction to *Badminton Library on Athletics and Football*, written in 1887 by Richard Webster, now Lord Alverstone, who also recommends the Swedish System for training.

“ Games tend to encourage self-control and self-reliance, without undue confidence. They promote that spirit of good-fellowship which enables the beaten man to go up and honestly congratulate the victor who has conquered him ; but beyond this the contests and gatherings offer opportunities of making lasting friendships and connections which are often of the greatest value in after life.”

The Honourable Edward Lyttleton, whose name is a bye-word in the world of games and athletics, has said : “ A boy is disciplined by athletics in two ways : by being forced to put the welfare of the common cause before selfish interests, to obey implicitly the word of command and act in concert with the heterogeneous elements of the company he belongs to, and secondly, should it so turn out, he is disciplined by being raised to a post of command where he feels the gravity of responsible office and the difficulty of making prompt decisions and securing a willing obedience. Good moral results of this sort may be expected from games wherever they have spontaneously developed.”

Continental nations are taking up British games and sports. The French and German Armies are

being encouraged to pursue these exercises, as the great moral benefits to be derived from them are becoming more and more appreciated.

There comes into my mind here a comparison which I once made of the appearance between two Rugby football teams. One was from an Educational Establishment where physical education formed part of its curriculum, the other team coming from a Public School where there was none. The average age of the first team was 16 years, and of the second just over 18. The carriage alone of the younger set was an object lesson, for the older team positively slouched on to the field.

4.—What the State is doing in furthering Physical Training up to Manhood.

We now pass to the more universal form of exercise for the growing part of our population.

The Board of Education is the parent body of the Nation's education, and they have placed physical education or training in the hands of their Medical Department which is controlled by the Chief Medical Officer.

The following information is mostly taken from the Annual Reports of this official for 1909 and 1910, which are purchasable by the public who are interested and may wish to see them.

After careful selection, the Board decided that the Swedish System was the most suitable system in existence, and adopted it.

The Swedish System was originated by a Swede named Ling, about the beginning of last Century.

A Poet and Philosopher, he was born in Sweden in 1776, and after leaving school there, travelled about on the Continent, gaining many experiences. He was often reduced to poverty, and so many privations had he to bear that his health was seriously affected.

Settling in Copenhagen about 1799, where he is said to have fought against the English under Nelson, he learnt fencing under a French refugee, and quickly made himself an expert fencer. From this exercise his health benefited so largely that the idea occurred to him that exercises systematically applied might be used for curing diseases. Studying this question, he very soon perceived that the ideas had a very much larger application, and that a regular system of physical exercises formed a necessary part of the education of any nation, if they were to be truly healthy, strong and beautiful.

Ling considered that a system of physical training should be comprehensive enough to include physical exercises in their relation to education, remedial treatment, and national defence. He conceived the idea of elaborating a series of exercises intended to develop all parts of the body harmoniously, and designed in accordance with the principles of physiology as taught at that time.

Since then the process of elaboration has been continued by his successors, and has resulted in what is now known as the Swedish System. The exercises include free-standing gymnastics, and the use of certain apparatus, as well as a number of gymnastic games and recreative movements. There is,

however, no hard-and-fast line to be drawn between physical exercises and gymnastic games, and the Swedish System contains many exercises which are intermediate between the two groups, and are termed "application" exercises.

Dancing and swimming movements, for instance, are developed directly from such exercises, and running, jumping, vaulting, and climbing are other examples. The following points explain briefly the general purpose of the system :—

(1). The system is intended (a) to aid in building up a sound constitution, thus securing health and the power of endurance, and (b) to give a high degree of bodily control, and hence efficiency and economy of effort.

(2). The exercises are chosen for their effects, and are given a definite form in order that these effects may be capable of control by the teacher. Moreover, they provide all the movements needed for obtaining a satisfactory development of the body.

(3). The exercises may be arranged in a carefully graduated progression of strength and complexity to suit all ages and degrees of strength.

(4). The exercises are arranged in the lesson on a reasoned plan. First, to give each part of the body its due amount of exercise at each lesson, and so to secure an even development ; secondly, to permit each exercise developing its maximum effect ; and, thirdly, to get as much work done in the time at disposal as is possible without undue fatigue or strain. Constant change of effect and

variety of movement are provided for throughout the lesson. Recreative exercises are also introduced.

(5). The exercises may be said to fall into three main divisions, though no hard-and-fast line can be drawn between them: (a) Exercises with general effects on nutrition and development, (b) recreative exercises, and (c) applications.

It may be added that the value of Swedish exercises is greatly diminished if they are not applied in accordance with the principles of the system.

A number of other systems of physical training exist, such as the German, the British, the American, &c. Of these the German system is perhaps the most generally known. It was founded by Hahn shortly before the Swedish system was established, and it also includes free-standing exercises, and apparatus work. The exercises are frequently taken with dumb-bells or clubs, and the horizontal and parallel bars are familiar forms of apparatus.

In none of these systems are the exercises selected on a physiological basis in order to obtain certain definite effects, as is the case with Swedish exercises. They do not assist the general development of the body as a whole, but rather tend to over-develop certain muscles, such as those of the arms and shoulders, and neglect other equally important muscle groups, notably in the legs.

The three main points which chiefly distinguish the Swedish System do not find any equivalent place in the other systems. These points are:—(a) the “table” of exercises, in which the movements fol-

low one another in a certain recognised order and sequence ; (b) the maintenance of a regular and steady " progression " throughout the training ; and (c) the characteristic use of the word of command.

The numerous calisthenic drills, with flags, wands, &c., which are usually taken with music, are as a rule composed of exercises in which the spectacular element predominates, the appearance of the exercise being placed before its physical effect. Such forms of physical training are not progressive, educational, or corrective, and the results are not capable of strict control.

The Swedish System is universally employed in Norway and Denmark, is very largely used in America, forms the basis of the national system of Switzerland and Belgium, and has been introduced into the French Army.

In 1878 it was introduced by the London School Board in its schools, and has since been practised in thousands of girls' schools and colleges in England, but only recently has it been acknowledged as equally advantageous for boys and men. It was adopted by our Navy in 1903, and the Army in 1906. The Navy and Army have Physical Training Schools at Portsmouth and Aldershot respectively.

Some of our large Public Schools, such as Eton, Clifton, and Repton, have Swedish Gymnasias, and have started training their scholars on these principles. Many more will undoubtedly follow as soon as they are able to procure well-trained Physical educators. The Games Master or Mistress of

every school should have a good knowledge of Physical Education.

The other day I saw again a display of Swedish exercises by women students from Madame Osterberg's Academy at Dartford. It is from here that women Physical Educators, after two years' study, have for more than 25 years now gone into the country to train chiefly their own sex. The display was very finished and impressive. Perfect control of their movements showed what perfect physical culture can do towards establishing a well-balanced poise of mind and body. This was at the opening ceremony of "The Central Institute for Swedish Gymnastics" for men students of Physical Training, the Principal of which is Allan Broman, who introduced the system into the Royal Navy.

The Board of Education, after trying Military Drill, issued a syllabus of Physical Exercises based on the Swedish System, in 1909. This is now the text book of the movement in all schools and training colleges under their control.

The Swedish exercises are good for children in all conditions of life, subject to medical approval. Hence the value of medical inspection of all schools.

Hygiene and Physical Training are considered by the Board to be intimately connected with the medical inspection and treatment of school children, that being the chief reason why the administration of Physical Training was placed under the Medical Department.

The syllabus is applicable to Secondary Schools, but is devised chiefly for the Primary School. I propose chiefly to deal with the latter.

The physical exercises are applied to the children by the teachers, who are now being trained for this work in the Training Colleges. Local Education Authorities and Managers should give all assistance within their power to further the movement. This can be done by making use of local experts, not only to take the children, but also, by the aid of classes, to explain and instruct the present teachers how to conduct the exercises.

The teacher of Swedish Exercises must know the subject at first hand, or else the pupil cannot be taught to do the exercises correctly in order to gain the proper benefits from each. This subject cannot be learnt correctly from books.

I appeal on behalf of the teachers, who more than ever now are the backbone of the nation, in that they are training the body as well as the mind. Give them the same assistance to learn these new Physical Exercises as is afforded to enable them to learn the new and changing methods of Education generally. What is needed is a local centre for Physical Education, where teachers of either sex can be taught by instructors of their own sex.

When weather prevents the regular lesson in Physical Exercises from being given out of doors, the lesson should be given in the class-rooms. This may be inconvenient in some rooms, but should be done, and with the windows open wide.

The designs of the new schools should be drawn up so as to allow for this, and the playgrounds, made large enough to contain a covered as well as an uncovered space. Space is of great value in any Training or Educational Establishment.

Only the other day the Archbishop of Canterbury told me that visiting the Royal Marine Depôt gave him more pleasure than any similar Service Establishment. He has visited nearly all Naval and Military centres in the South of England. He has always been impressed by the space of our Depôt, which he considered of great value for developing mind, body, and character. Plenty of space allows this to be done in an orderly manner, and without cramping. To be situated on the sea-coast is also of great advantage.

So I appeal to the local Municipal Authorities not to stint space either in the buildings or playgrounds of the schools under their control. Build them near public open spaces, and give all children free access to them, and do not deny to the children of their ratepayers the natural advantages of the locality.

In town-planning let them consider the town children before those of the visitor or those of the more well to do. For the good you do now for the coming generation stands for all time.

It can be seen how this great reform is yet another strong movement to improve the health of the nation. Other measures are mostly in the direction of cure, though they also include prevention, which is the main effect of this reform.

Anyone interested in the efforts of the Board of Education to improve the physique and health of the coming generation can obtain valuable information from the Annual Reports of the Chief Medical Officer of the Board for 1909 and 1910, purchasable by the public from Messrs. Wyman & Sons, and other Government Publishers.

A most interesting journal, called "Progress," is published quarterly by "The British Institute of Social Service," and gives a fund of information as to the voluntary efforts being made in the direction towards the nation's welfare.

If only every man would study carefully and with sympathy what the parent bodies of the State are doing in the direction of the nation's welfare, much over-lapping would be avoided, with consequent saving of energy, time and money. We would do better to waive prejudice, ignore hearsay, look into everything for ourselves, and so do our utmost to help forward what has been accepted as the best.

5.—The relation between Physical and Military Training.

"As the relation between "Physical and Military Training" is frequently raised, both in regard to the work of the Board and in public discussion, and as the Board has discarded Military Drill, it may be desirable to make brief reference to the subject. It has often been suggested that universal military service, carrying with it Physical Training, is an

effective means of preventing and combating such physical degeneration as exists among the people. Such a military training, even though "Universal" and "Compulsory," can never form more than a part of a more general scheme for the improvement of the national physique. That it has its own great use and value is undoubted, but its limitations as regards educational physical exercises are equally evident.

"There are three limitations which may be mentioned from the point of view of improvement of the national physique: (1) military training commences too late, (2) only a portion of the nation, and that the most fit, is affected, and (3) the women and girls are excluded. The number of rejections, on physical grounds, of young men who are desirous of entering the Services is still very high."

6.—The great value of Lads' Brigades, Boy Scouts and similar movements is in the direction of development of character besides physique.

Such movements as these should not be regarded as substitutes for physical training, chiefly because they affect only a portion of school children, and comprise mostly those who are already getting good exercise. They are not intended to be confused with militarism. All similar movements are invaluable for training character and self-control, improving the faculties of observation and thinking, and teaching good fellowship.

The idea in proposing the formation of local girls' ambulance corps originated from seeing such a corps at Plymouth. It belonged to an elementary day-school, and had a strength of about 30 members. Its success is mainly due to the voluntary service of the head mistress and an assistant. It meets after school hours, and is trained by an expert in Swedish exercises, receives instruction in "first aid" to the injured, and, in the summer, swimming. Once established, it has been practically self-supporting by the subscriptions of its members, many of whom make and wear their own costumes. These are similar to that recommended by the Board in their Syllabus as suitable, not only for taking exercise, but for ordinary wear, adding to their serviceable qualifications the virtue of neatness.

Movements of this description entail an initial outlay, but once established, they should be independent of outside assistance. Their real benefit to the community can only be realised by a corps, which is self-contained, and glories in its independence.

7.—Exercise for the Adult.

We will now pass from considering the exercise of the growing members of the community to that of those already developed, in their desire to maintain their youthful figure.

There are some people who see danger in the idea of giving thought to our health. I have noticed that they are very particular about their own exercise. It is surely far better to think of

our health now than to wait until we are ill. When we are well, we can study hygiene without becoming nervous, for health implies such perfect poise that we are not conscious of any part of our body.

Modern facilities for easy and cheap conveyance tend to draw people away from walking to their places of business or leisure. It results in many a hypochondriac consulting his doctor, whose cure is often the suggestion of more exercise by walking.

Even in large cities like London, self-preservation in dodging quick and dangerous traffic, or activity in catching up the jolting motor-bus, provides some antidote to too frequent sitting still in it.

The man who has to walk or cycle to his daily work benefits by such exercise ; also from his work if it is active and in the open air. It is the wife, who has to remain indoors all day, who in such a case would derive real benefit from the evening's walk. Of course for everyone else who works indoors (often in a bad atmosphere and in a sitting or cramped position), exercise in the open air is refreshing, and is a stimulant to the person who is fatigued by brain work. It is also an aid to sleep.

Cycling is a good form of exercise, but like everything else, it can be overdone, such as by the habit of riding up hills, often while smoking, and riding in a bad stooping position. There is also the practice of the physical exercises learnt in our youth, besides fencing, wrestling, and the "noble art" of boxing. This last, purely as a sport,

develops the finest instincts. It teaches us to control our temper, and to learn our duty towards our neighbour. Permanent friendships are often the result of good "pummellings."

Other forms of exercise take the form of games of which the two most important, called the national games of summer and winter, namely :—(1) Cricket, (2) Football, are excellent exercises.

(1). Cricket, like football, has come to us from Public School life, where they both originated as a means for recreative exercise. That is, they were played solely for their benefit to the physique and for enjoyment.

Cricket develops in the Britons love of doing the correct thing for its own sake, and because it is "playing the game." The expression "That isn't cricket," is, so to speak, a bye-word in our vocabulary.

I can remember no finer public example of this than when Trumper in Australia the other day insisted on Hearne continuing his innings, after the latter thought that the ball that he was having a slog at, and off which he was caught, was a "no ball," being mis-led by a spectator calling out "No ball" as it was being delivered.

(2). To the casual listener and observer the crowd at a football match often appears unruly and unsporting. It is hard to realise that the man who will appreciate and applaud the fine points of a cricket match by clapping his hands, will kick up the hull-a-baloo he does at a football match. It

sounds unhealthy, I know, but it is simply due to the vital difference between the two games. Cricket is slow and often tedious to watch, and extends over many hours, and even days, whereas a football match rarely takes longer than an hour and a half, and is full of movement and excitement. Shouting is, after all, a good exercise.

It is very easy to speak with scorn of the hundreds of thousands who watch football, and to say they all would be better for playing too. But where is the ground that they can all play on?

Football, like almost every other game, is thus the game for the privileged few.

Its original purpose as a recreation and exercise is often lost sight of. And this idea has spread from the money-making clubs to the lesser ones, resulting in the latter having to look elsewhere than amongst local players for better ones to enable them to take part in ambitious competitions.

But I am glad to notice a movement in the direction of studying the local candidate for football honours. And an excellent example has been set by our local club, which should therefore be better supported on account of their local patriotism.

Swimming is a practical art and a useful pastime. As an exercise it has material advantages over walking. In its ideal form, it is the means of greatly reducing the loss of life from drowning.

There are many other games and pastimes which would take too long to describe.

“Golf is an enjoyable and healthy amusement, involving as it does a great amount of muscular

exercise and plenty of walking, without at the same time calling for those spasmodic outbursts of violent energy which render several outdoor games simply 'forbidden fruit' to hundreds of people. As exercise it has this peculiar merit, that, according to pace, it may be made easy or smart at pleasure, and thus equally adapts itself to the overflowing exuberance of youth, the matured and tempered strength of manhood, and gentler decay of age." It is still spreading in all directions, occupying commons and many open spaces which cannot usually be used for agriculture.

The best games are those that must be played in the open air, but many indoor games are valuable when weather and other conditions interfere. There is the game of Bowls, either in the skittle-alley, or on the grass.

We Britons are proud of that famous picture of Drake's Admirals entreating him to leave his game of Bowls which he insisted on finishing, even though the Spanish Armada was reported off the coast.

8.—Territorial Training as a valuable aid to keeping fit and well.

Then for the serious young man who wishes to show his patriotism and recognises that it should be the duty of every citizen to voluntarily prepare himself to defend his country, much healthy exercise can be derived by joining and serving in our citizen Army, namely, the Territorial Forces, with its oppor-

tunities for Riding, Driving, etc. We are proud of the Territorial because he does not hang back when others show disinclination to come forward.

I leave to the last the best and most natural form of exercise, and that is walking. It is good for young and old, and everyone who can walk, without any other object than the knowledge that he will benefit by it, should never give it up.

Even the man who, as he walks, cannot keep his mind off his worries, will find as he returns that things have sorted themselves out, and that he can see them with more calm than before he started.

Take the walk along the coast, towards Pegwell Bay. At first the view seems barren and a waste. But as you walk, glance to the right and left. On the beach, nature has much to show you if you are inquisitive, and the view of the Downs is always interesting. To the left, you can watch, at a distance, the exercise of those who prefer to take it in chasing the "wily" golfball on the famous Golf Links.

Then as you proceed, think of the historic landings in Pegwell Bay, and picture to yourself those romantic scenes of the past.

"Vivere est cogitare"

(to think is to live).

One of our most distinguished Statesmen has said, "What you want to develop in your race is the art of thinking, and thinking is an art which stands a very good chance of perishing from

" amongst us altogether. The risks to which independent thinking is exposed, when you come to reckon them up, are manifold and dangerous."

On the flats and marshes beyond Sandwich, nature has many secrets to disclose. Hunt them out, but not necessarily to destroy them.

" Better to hunt in fields for health unbought,
Than fee the doctor for a nauseous draught.
The wise for cure on exercise depend ;
God never made his work for men to mend."

" Mens Sana in Corpore Sano."







